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REVIEWS OF BOOKS

European History ; An Outline of Its Development. By GEORGE BURTON ADAMS, Professor of History in Yale University. (New York : The Macmillan Co. 1899. Pp. vii, 577.)

THIS little book is evidently primarily intended for the use of secondary schools where about a year is given to the study of the history of European civilization, and it is probably the best of its kind. The most successful books of the sort have hitherto been written by persons who did not know much history but did know how to make a text-book. Real historians are very rarely good makers of text-books. That Professor Adams is a good historian no one is likely to dispute ; that he is a good maker of text-books he has shown before. Having previous knowledge of his capacity in both respects, one cannot be surprised at the excellence of this small manual.

The plan of the book is excellent. The material is well chosen, and the apparatus for more extensive study of the subject is judiciously indicated. The style is luminous and interesting, and the faults of the book are such as are inherent to such an undertaking and to the limitations of any human intelligence. No two men would choose to select the same material in constructing such a work, but no one can doubt that this selection is on the whole satisfactory ; the references to works for further study are thoroughly good, though not exactly the same that anyone else would have made.

The author in his preface expresses the hope that his book " will be found of special value by the teacher who has escaped from the bondage of text-book recitations, as fortunately most teachers of history have now done." In other words, he hopes that it will be of special use to teachers of history who know some history. Doubtless it will. While a thoroughly equipped teacher of history can get along with a very poor text-book, there is no one who appreciates a good text-book so much. But Professor Adams seems to have an undue respect for the attainments of most of the teachers in the secondary schools. It is only a few years ago that a knowledge of history was considered entirely unnecessary for the teaching of history in these schools, and this condition of things has not altogether passed away. It is still the case that " most teachers of history " are such, simply because they have some time to spare from the teaching of other things. There are now many good teachers of history in the preparatory schools, but they are still in the minority. To these this book will be of great value ; to the others it will be of less use than a worse book.

To illustrate at once the difficulty of the task which Professor Adams has undertaken, and the relation of such work to the efficiency or inefficiency of the teachers who may use it, I will call attention to a singular inadvertence. The author, in telling the story of Rome, has, of course, repeatedly to refer to the Senate. Yet nowhere does he tell what the Senate was, how it was constituted, who were its members, what were its functions, and what changes it underwent. This omission illustrates the fact that one cannot write the history of European civilization in one small volume, and remember to put in everything which will explain what he does put in. It may be expected that a good teacher will notice the defect and remedy it for his pupils, although it is quite possible for a good teacher not to notice it, and to leave it unexplained, as so good a teacher as Professor Adams has done, and his pupils are likely to have a very vague notion of that difficult subject, the Roman constitution. In the hands of a poor teacher (and there are more of these than the author seems to suspect), the book would fail utterly in this particular respect.

It ought to be said that such defects are rare in the book. For the most part, such subjects as are mentioned at all are made perfectly clear, or at least as clear as the limits will permit. Perhaps this clarity is most evident in the account of the Middle Age, which is commonly to young pupils the most tangled period of all history. The illuminating work which Professor Adams has hitherto done in this field has given him peculiar fitness to tell the story fully in brief space. Altogether the book is a pleasant one to read for anyone, and probably pleasanter for those who know something of history than for those who do not.

The excellent press-work calls for notice, and the illustrations are, for the most part, well done and helpful; some of them would be more so, if there were an indication of where they came from.

It is an interesting fact, and one of great significance, that in writing the history of Europe the author has not been able to keep America out of his book. It is not only that he cannot omit reference to the more salient points of contact between the two continents in discovery, international politics and war, but he finds in the development of America and American civilization an integral part of the civilization of Europe.

THOS. R. BACON.

The Destruction of Ancient Rome. A Sketch of the History of the Monuments. By RODOLFO LANCIANI. (New York: The Macmillan Co. 1899. Pp. xv, 279.)

PROFESSOR LANCIANI has written several books on Rome and it might be supposed that this handbook would traverse some of the same ground. But it not only differs from them in scope and matter: it fills, besides, a place not taken by any book yet published. It is not another description of the monuments of Rome, but a synopsis of the annals of Roman monumental criminology—virtually an arraignment in temperate and scientific